

RtI Practices at the Secondary Level



ROBERT J. DIXON, PHD, NCSP

DIXON.ROBE@UWLAX.EDU

PRESENTED AT WISCONSIN RTI SUMMIT

Introductions



- School Psychologist
 - Trainer & Practitioner
- Consultant for REACh
- Research on factors related to RtI

Opening Statements



- ▶ “If you keep doing what you have been doing, you’ll keep getting what you’ve been getting.”
- ▶ “We are an RtI School now, so anyone can qualify for special education”
- ▶ “In a perfect world, we don’t need RtI at the Secondary Level.” (All the Problems are Fixed)
- ▶ “Now can we RtI them?”

My Philosophy



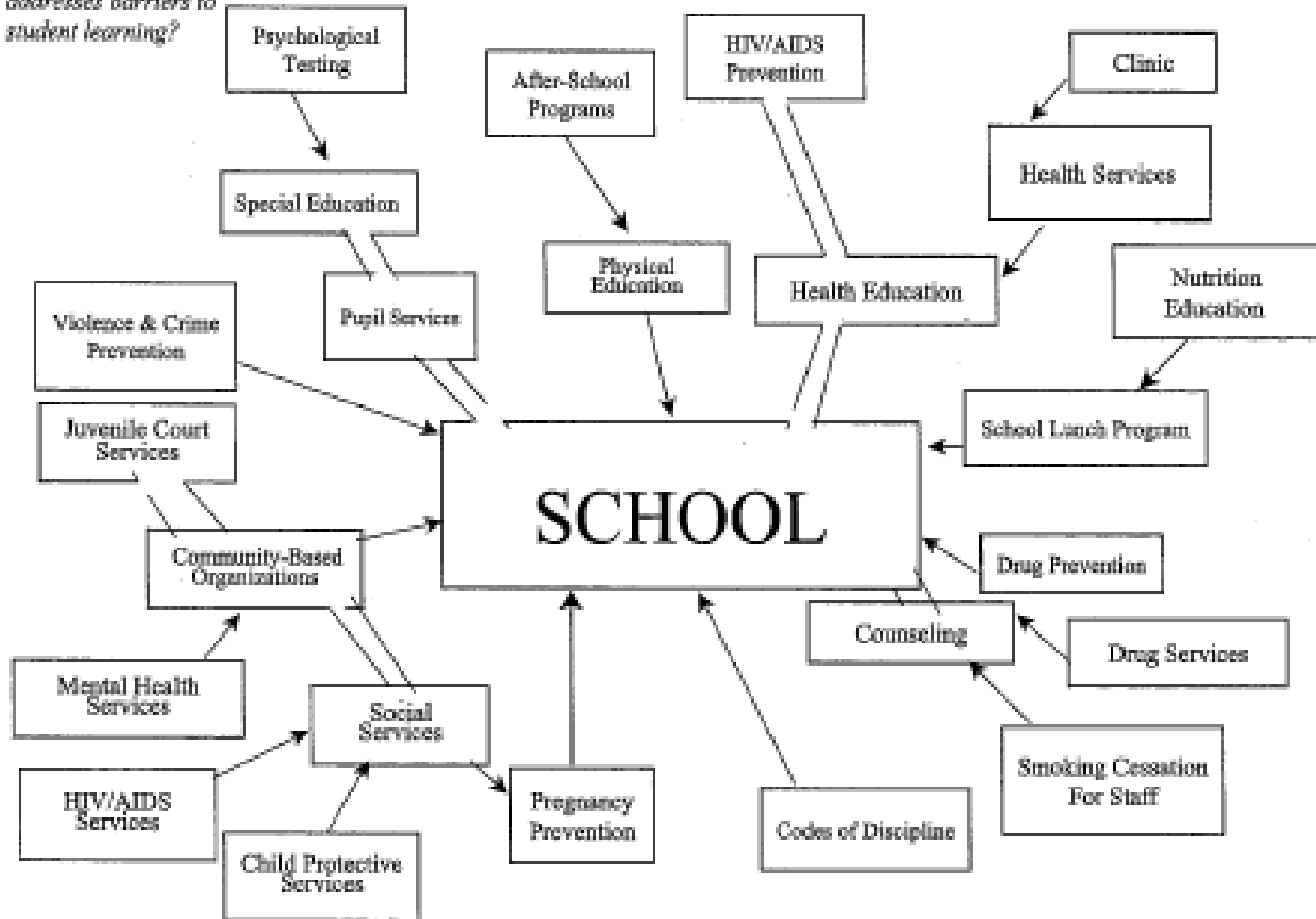
- What can we do **now** so there are no surprises on
 - future high stakes testing;
 - passing classes (i.e., credits);
 - graduation?
- Intervene **today** for success in the **future**
 - Identify important **indicators**
- Time is of the essence
 - $50 \text{ minutes} \times 177 \text{ days} = 8,850 \text{ minutes (4,425/sem)}$

What should RtI look like at the HS Level?



Figure 3. *Talk About Fragmented!*

*Which of these
addresses barriers to
student learning?*



NASDSE: Multi-tier Model

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

CIRCA
5%

CIRCA
15%

CIRCA
80%

CIRCA
5%

CIRCA
15%

CIRCA
80%

Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

RtI: Defined (Batsche, et al.)



- RtI is the practice of
 1. Providing high quality instruction/intervention matched to student needs
 2. Using learning rate over time and level of performance to
 3. Make important educational decisions
- **RtI = Whole School Improvement**

Students Challenges in High School



- Curriculum Changes
- Extending a History of Failure
 - Impacting Freshman is critical time
- Pedagogical Support?
- 504 Plans as a cry for help?
- Fragmentation: Bring back “Ed”

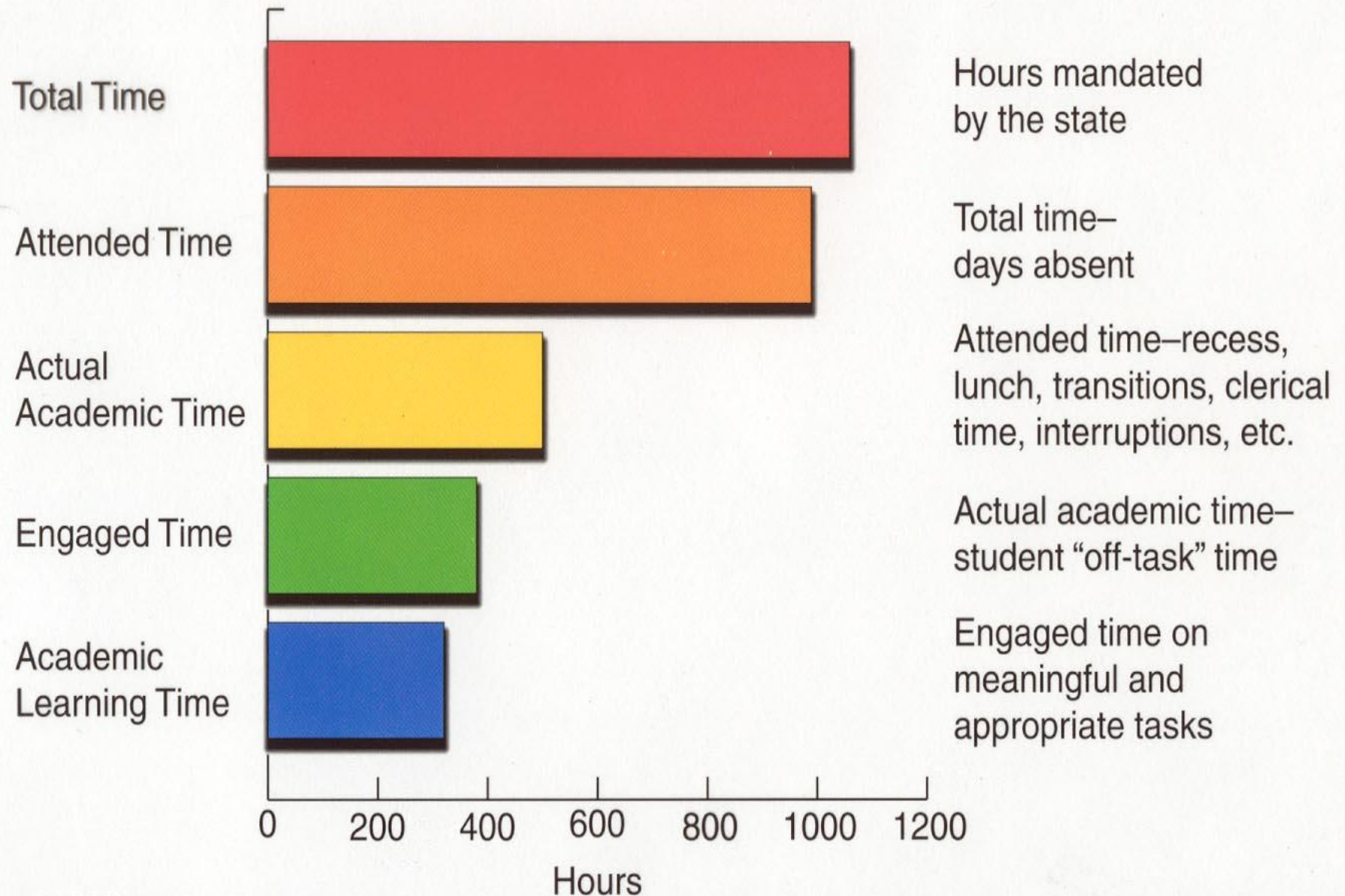
How do we get there?



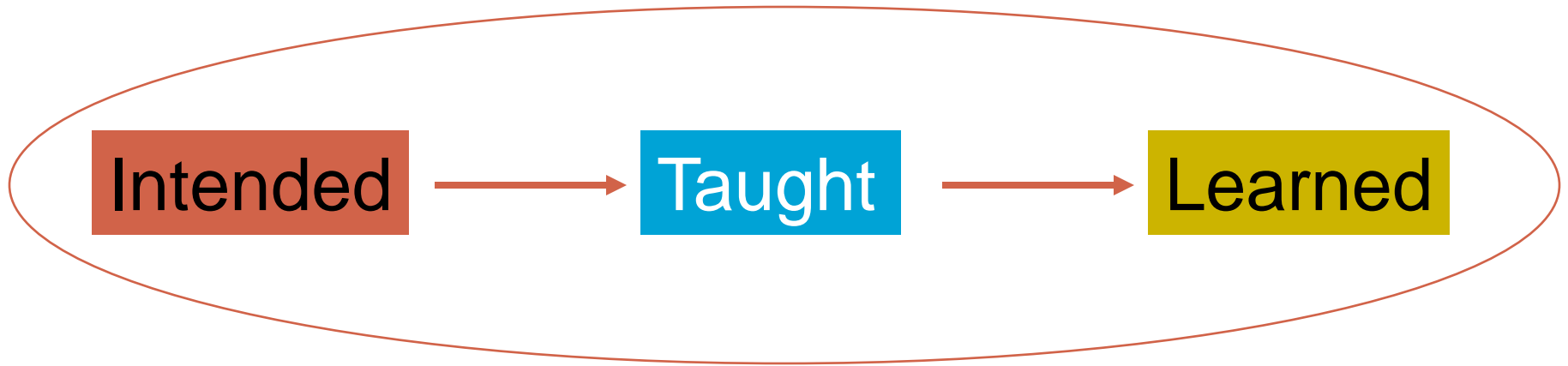
- Time is one of the greatest variables
- Time in our own learning?
- Time is an elusive variable

	Constant	Variable
Old System		
New System		

Who Knows Where Time Goes? Time Available for Academic Learning



Curriculum



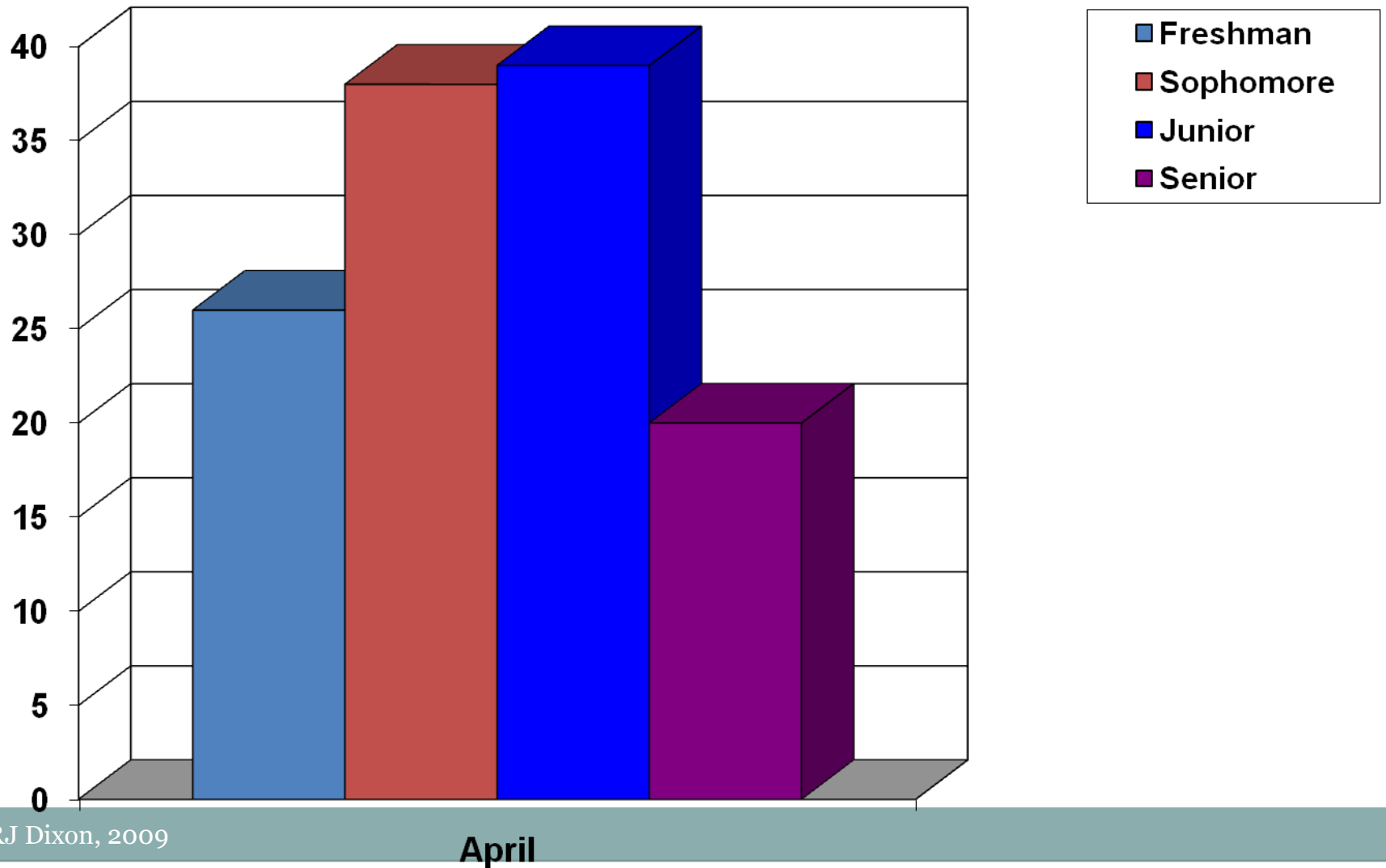
Instructional Goals
Frequent Assessment

Bottom Line!



- How satisfied are you with the achievement levels of the HS population?
 - What would be the data you would look at?

Students with Failing Grades



Grades??



Positive Factors

- Regular reporting is there
- Tied to curriculum and to graduation
- Understood by all

Negative Factors

- Summative markers
 - Remediation?
- Easily manipulated
- Weak (?) ties to external assessment measures

Educational Change



- Can I continue to practice in the same way?
- Trying to change an educational system is like waiting to be run over by a glacier



Frequent Formative Assessment



- Provides educators with an **efficient** means to **evaluate** the **effectiveness** of a student's instructional program
 - Medical Example of frequent assessment
 - Why is this so important?
 - ✦ Teach with Certainty not Hope

Data? Curriculum-Based Measures



- Focus on basic skills
- Oral Reading Fluency
 - Individually administered (3 min)/time intensive
 - Low correlations
- MAZE
 - Fast (5 min)/group administered
 - Quick turnaround, differentiated kids; mixed correlations
- Writing
 - Fast (10 min)/group administered
 - Painful to score; CWS/IWS; low correlations

Deno Paraphrasing Lincoln



“A teaching method might work with all of the students some of the time...

And some of the students all of the time...

But a method doesn't work with all of the students, all of the time.”

Step One: Universal Interventions

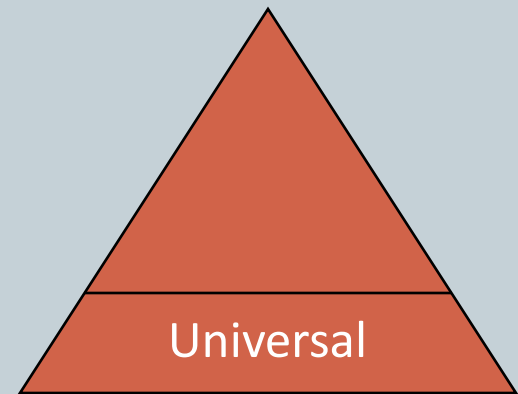


- **Curriculum & Teaching!**

- Alignment
- Gaps
- Scope & Sequence
- Differentiation
- Time!

- **A Tale of Two Problems**

- Fred is at 35% and the class is 80%
- Barney is at 35% and the class is 37%



Examine Universal indicators



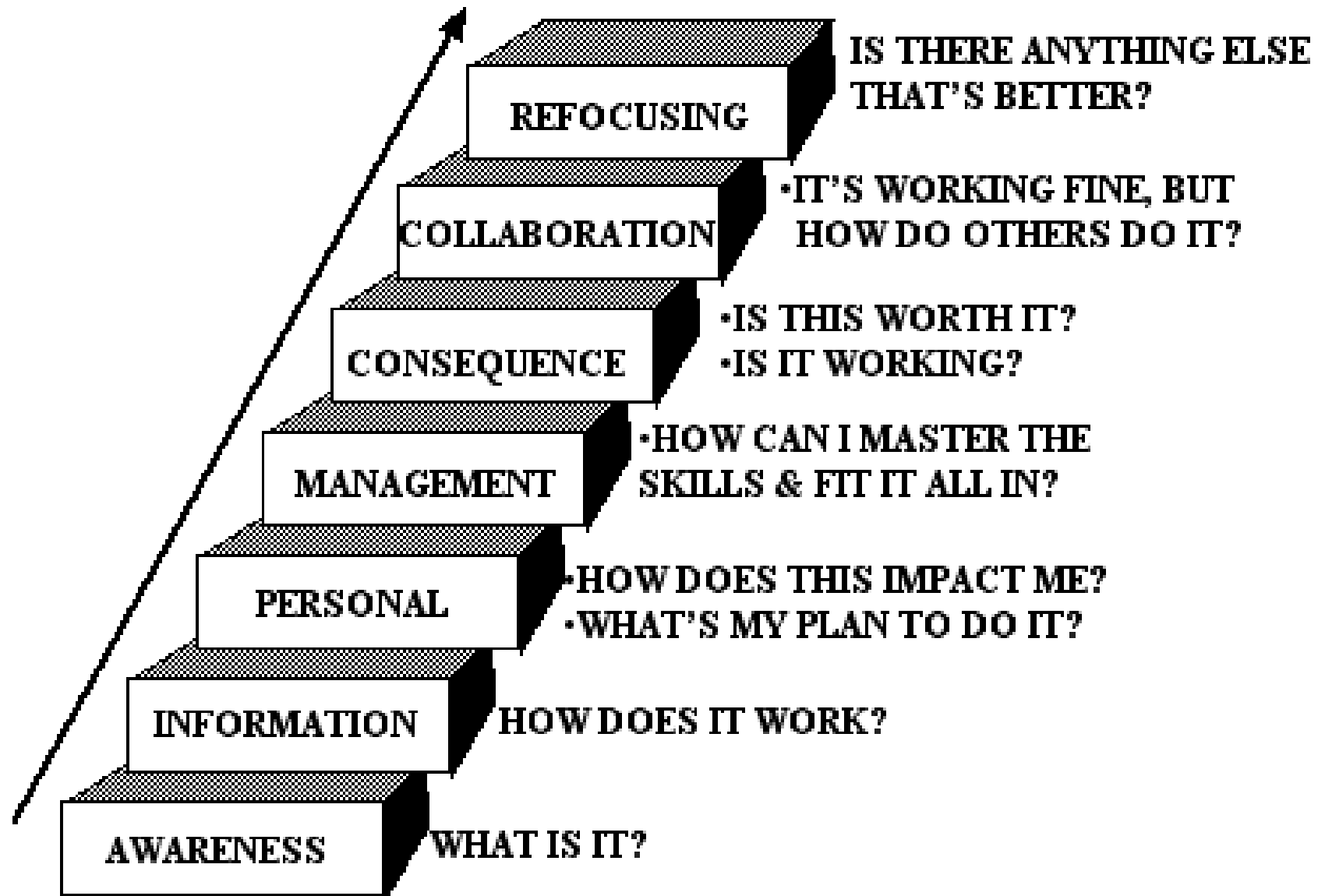
- How are all kids doing? *Instruction*
- Particular student in comparison to other students? *Gap Analysis*

Examine Structural Indicators



- **Teaching Staff?**
 - Teacher: Student ratio-Freshman vs. Senior
 - Teaching Experience-Freshman vs. Senior
 - Quality Teachers-Freshman vs. Senior
- **Time for Universal Instruction**
 - Supplemental is additional time, not replaced time
 - A place for everyone vs. flexible grouping
- **Fidelity to Instruction**
 - Adopting “new” curriculum
 - Staying at the same pace

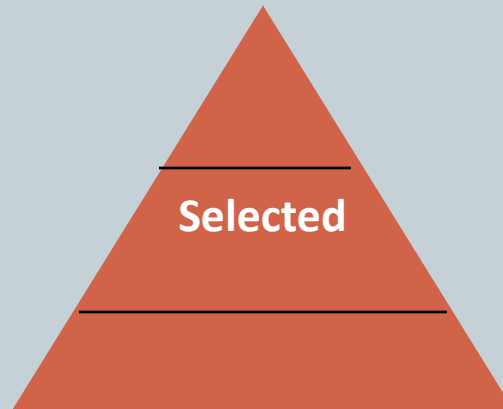
STAGES OF CONCERN (CBAM)



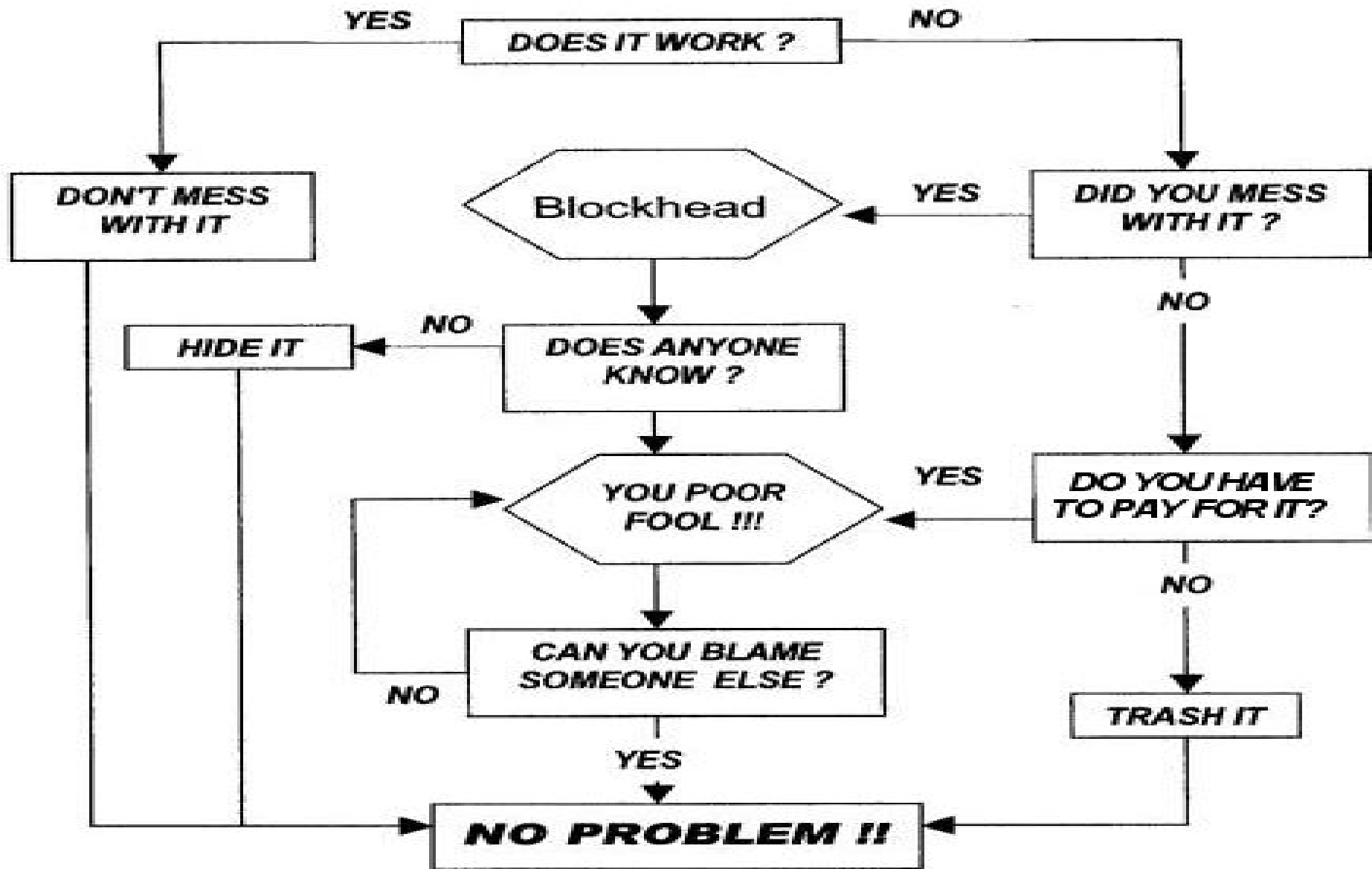
Tier II: Selected Interventions



- Data drives decisions
 - Data Rich/Information Poor
- “New” Problem Solving Process/ Referral



PROBLEM SOLVING CHART



Education Parables



Starfish

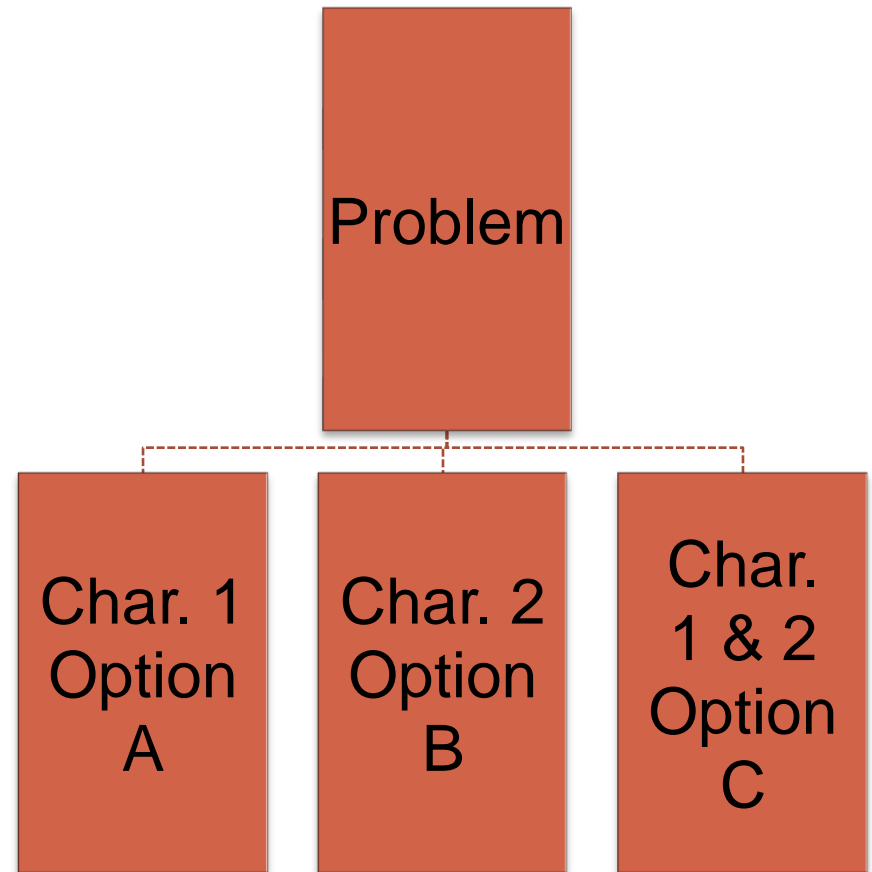
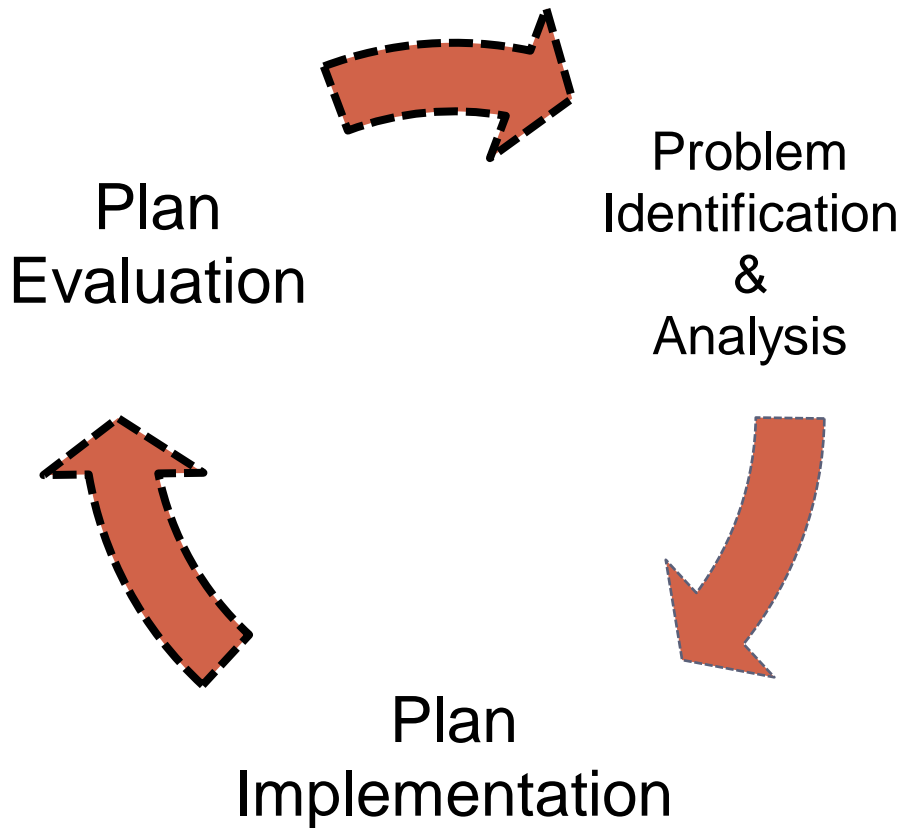


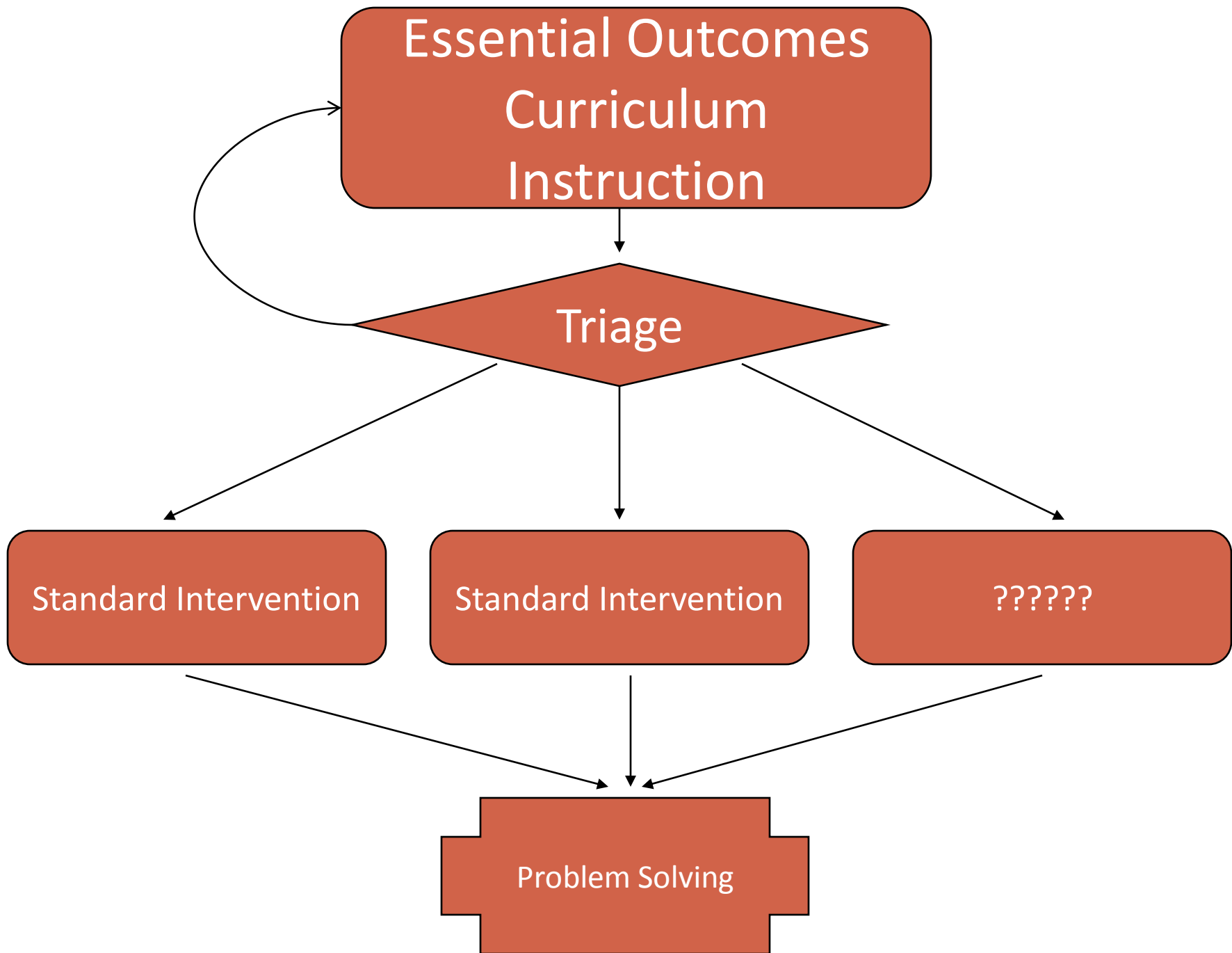
Bridge



Opening Team Problem Solving

- 50th %ile or higher on standardized scores
- Tests & Exams “okay” to “good”
- Not turning in work (zeros)!
 - Poorly motivated.
 - NOT a skill deficit!
- Problem Solving vs. Standard Protocol



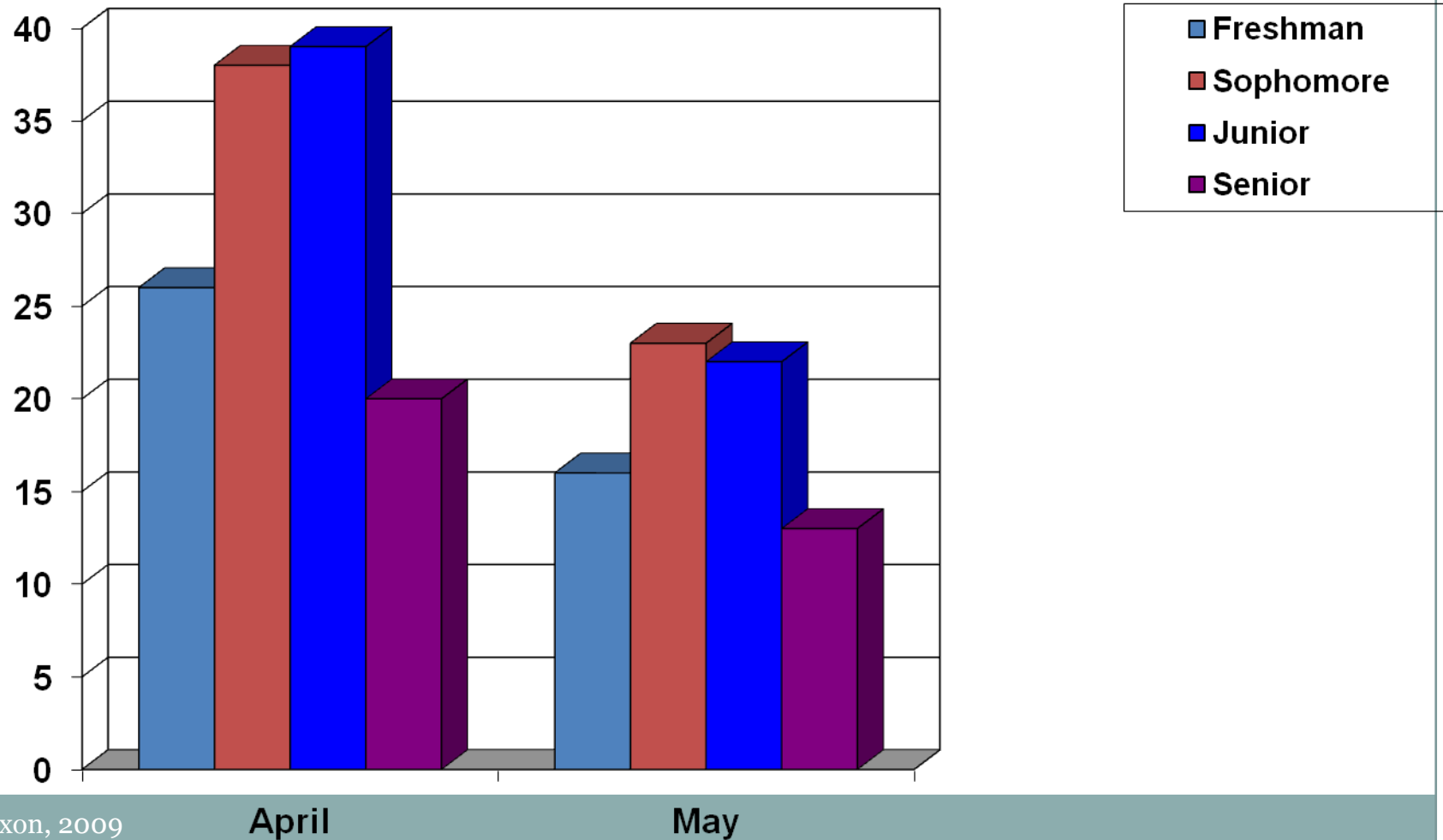


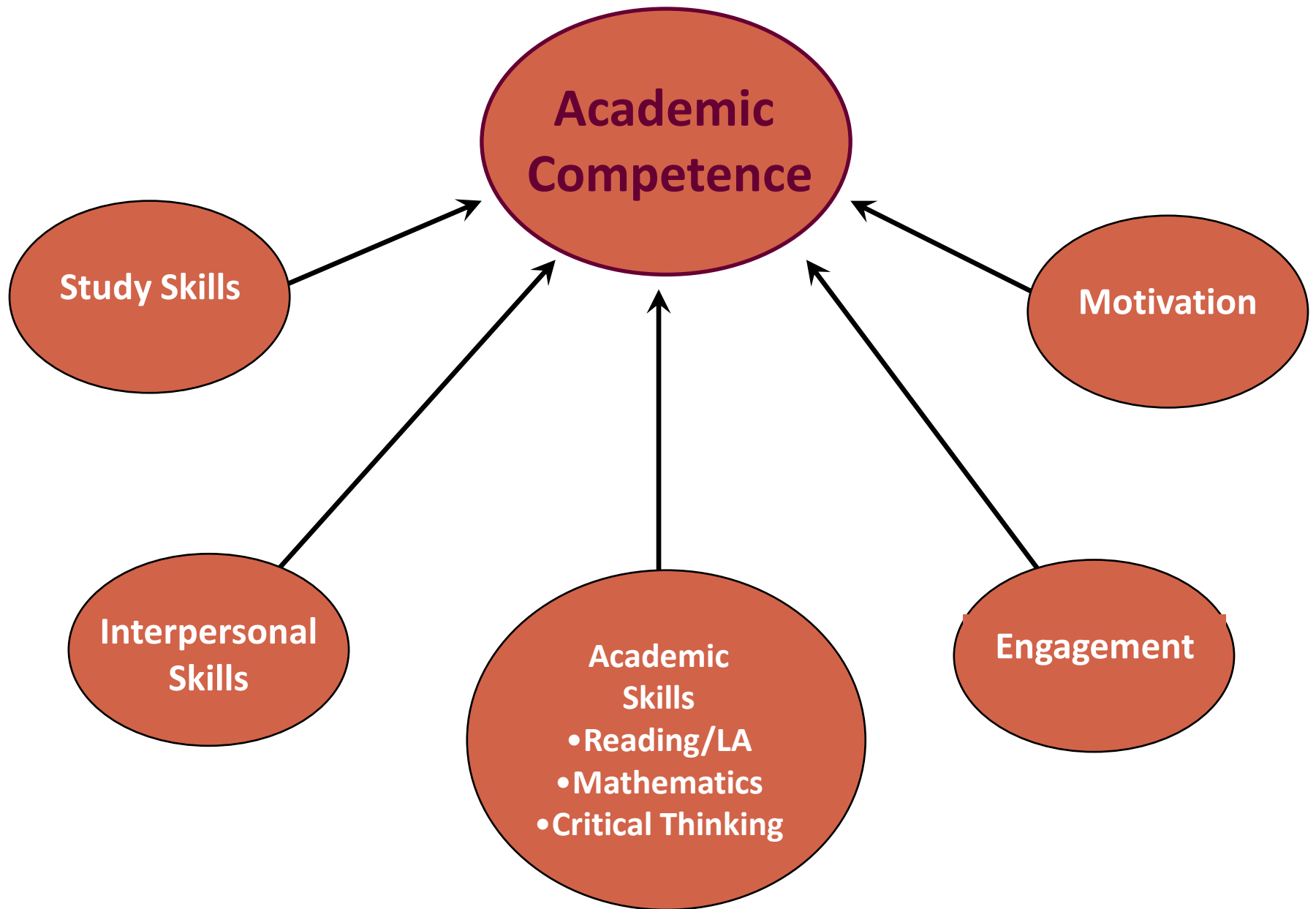
Tier II System Intervention



- Study in the Study Hall
 - Keep them in the classroom!
 - Monitor assignments
 - Encourage
 - No set curriculum
- System disequilibrium
 - Who teaches these classes?
- Bottom Line: Try something, keep data, and hope you get lucky!

Students with Failing Grades





Interviews



- All want to graduate
 - 9 or 10 on 10-point scale
- Most have something that they want to do that involves more education
- Most don't see the connection of failing grades and not graduating
 - Summer school??

Last Ditch Effort??



- 22 school days left, what can “Johnny” do to pass the semester?
 - Nothing.
 - Behavior problems!
- The Power of Zero
 - Homework completion problems

Next Year: 8th Grade Data

- Reading Ability
- Math Ability
- Writing Ability

- ▶ Maturity Level
- ▶ Discipline Problems
- ▶ Chronic Absenteeism
- ▶ Homework Completion
- ▶ Quality of Work
- ▶ Home-Communication Issues

Prediction to 9th Grade 1Q GPA

1. Homework Problems
2. Low Math Ability
3. Poor Quality of Work
4. Low Writing Ability

• Not Reading??!?

$$r = .75, R^2 = .57$$

Using this information to work on
Infrastructure

Infrastructure: Standard Protocol



- **Know** a “group” of students will not succeed
- **Build** in “group” Interventions
 - Use of Study Halls
 - Double-up academics
 - Revamp the schedule
 - ✦ Block or modified block schedule
- Bottom Line: Find additional time!

IDEA 2004 & SLD



Does not mandate significant change or prohibit traditional practices...

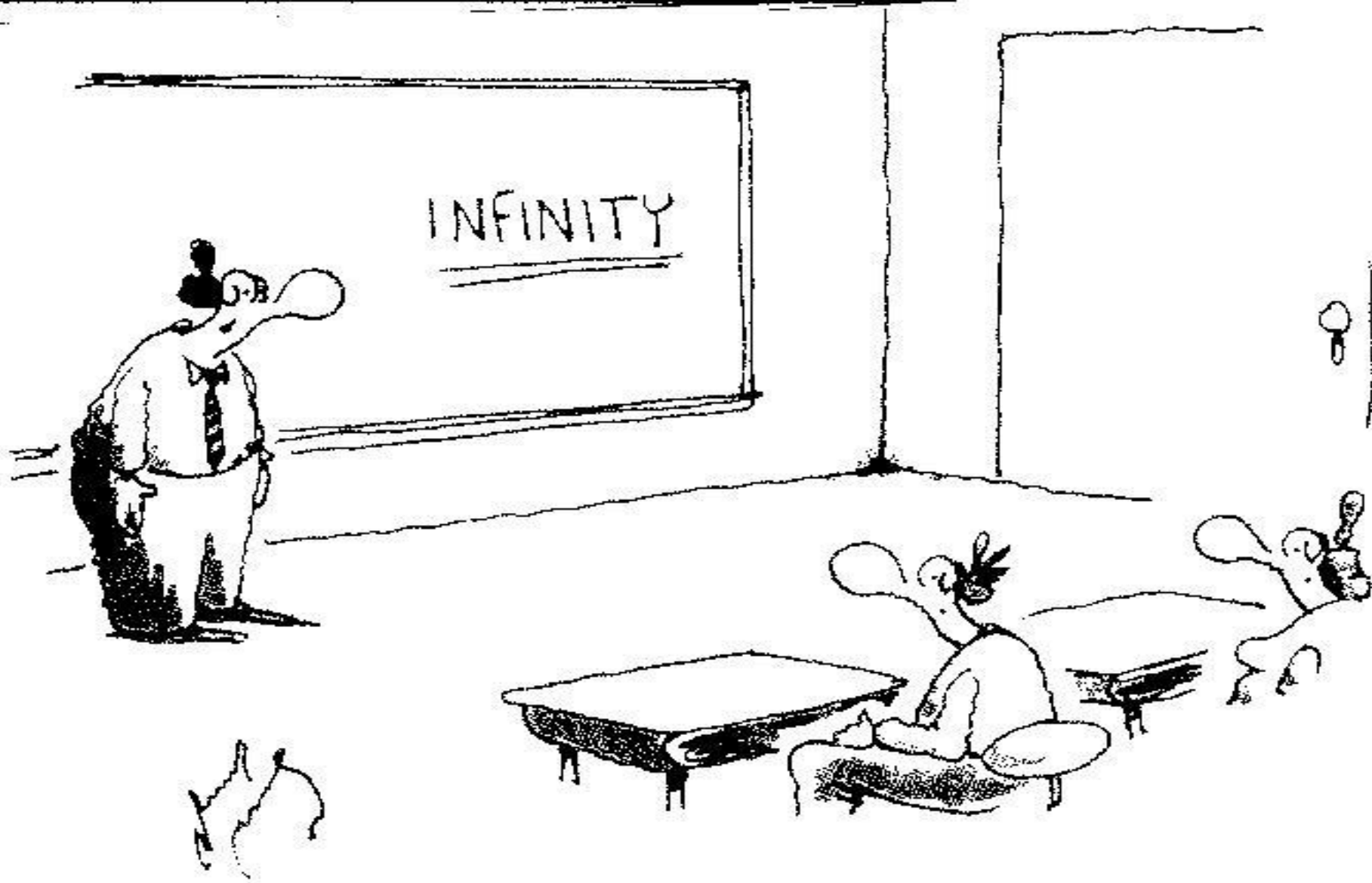
...Encourages the adoption of new approaches that promise better student outcomes.

- Structural & Instructional Deficiencies \neq SLD

How To Get Started?



- **Start small**
 - 9th grade and then build with them
 - Core first, then Tier II, then Tier III
 - Are the best teachers teaching the most needy students?
 - Fidelity to instruction and interventions
- **Use data to drive decisions!**
- **Professional Learning Communities focused on data (results) and teaching**
 - Discipline first then interdisciplinary



"But wait, there's more."